DOCUMENT RESUME

ED 450 536 EC 308 294

AUTHOR	Holbrook, M. Cay, Ed.; Koenig, Alan J., Ed.
TITLE	Foundations of Education, Volume I: History and Theory of Teaching Children and Youths with Visual Impairments. Second Edition.
INSTITUTION	American Foundation for the Blind, New York, NY.
ISBN	ISBN-0-89128-340-4
PUB DATE	2000-00-00
NOTE	352p.; For Volume II, see EC 308 295.
AVAILABLE FROM	AFB Press, Customer Service, P.O. Box 1020, Sewickley, PA 15143 ($52.95). Tel: 800-232-3044 (Toll Free); Fax: 412-741-0609; Web site: http://www.afb.org.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adolescent Development; *Blindness; Child Development; Codes of Ethics; Cultural Differences; *Educational History; Educational Principles; Educational Theories; Elementary Secondary Education; Multiple Disabilities; Partial Vision; *Special Education Teachers; Standards; *Visual Impairments

ABSTRACT

This text, one of two volumes on the instruction of students with visual impairments, focuses on the history and theory of teaching such students. The following chapters are included: (1) "Historical Perspectives" (Phil Hatlen) with emphasis on the last 50 years; (2) "Visual Impairment" (Kathleen M. Huebner) which provides general information about blindness and visual impairment; (3) "The Visual System (Marjorie E. Ward) contains basic information on the causes of visual impairment; (4) "Growth and Development of Young Children" (Kay Alicyn Ferrell); (5) "Growth and Development in Middle Childhood and Adolescence" (Karen E. Wolffe); (6) "Psychosocial Needs of Children and Youths" (Dean W. Tuttle and Naomi R. Tuttle); (7) "Children and Youths with Visual Impairments and Other Exceptionalities" (Rosanne K. Silberman); (8) "Multicultural Issues" (Madeline Milian); (9) "Educational Programming" (Sandra Lewis and Carol B. Allman); and (10) "Professional Practice" (Alan J. Koenig and M. Cay Holbroke). Seven appendices include a federal government policy statement on educating blind and visually impaired students; codes of ethics for teachers, orientation and mobility specialists, rehabilitation teachers, and low vision therapists; standards for entry into professional practice; and a statement of necessary knowledge and skills for beginning special education teachers of students with visual impairments. A glossary and list of resources is also provided. (Individual chapters contain references.) (DB)

Reproductions supplied by EDRS are the best that can be made
from the original document.